

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents methodology of this research. It covers the research setting, participants of the study, the research design, the data collection procedures, and the data analysis procedures.

3.1 Setting

The research was conducted in SMAN 8 Bandung Jalan Solontongan 3 Buah Batu Bandung. The place was chosen because SMAN 8 Bandung is one of the best schools in Bandung, so the researcher is willing to see the speaking ability of SMAN 8 Bandung students; whether they face speaking English difficulties or not and what kinds of strategies that they employ while facing speaking difficulties. If it is successful, it can be a good model for other school's students to apply such kinds of strategies in solving speaking difficulties.

3.2 Participants of the Study

Participants of the study were 40 students of class X-6 in SMAN 8 Bandung. There are two basis reasons why the researcher chooses the participants. Firstly, it is because of the participants' level. The researcher chooses Senior High school because she is willing to see the speaking ability of Senior High School' students and she chooses first grade because they have not been divided by Science and Social class yet so the result will be more unbiased because it is not

influenced by their specification. Secondly, the researcher observed her own students, so it is easier in conducting the research and she could get a more reliable data because she knew her students capacity.

3.3 Research Method

3.3.1 Research Design

This research employs qualitative research design which is purposed to get more objective and reliable data. As described by Sugiyono (2007: 3) that qualitative research is desired to gain a meaningful data; the data that covers a true condition. Furthermore, Mahsun (2005: 232) explains that qualitative research uses deductive as the methodological paradigm, which requires a clear conceptual level first, before creating the operational definition of every concept and variable, preparing the instrument to measure each variable, stating the hypothesis to analyze, getting the data, and analyzing them to make a conclusion. More specifically, this current research is a case study. A case study is a study about the status of a research subject related to a specific phase of the whole individuality (Nazir, 2003: 57).

A case study is suitable for this research because it is in line with the objective of this research which is to reveal the students' difficulties in speaking English, the strategies they employ to solve such difficulties, and the effectiveness of those strategies. As declared by Best (1981: 108) that the case study is a technique of managing social data for the intention of viewing social reality which examines a social unit as a whole.

3.3.2 Data Collection Procedures

This study is conducted by using two data collection methods which are observation and questionnaire. Each data collection method will be described below:

3.3.2.1 Observation

Direct observation is the data collection method that uses our eyes to examine something (Nazir, 2003: 175). The observation method is chosen for this research because the researcher wants to obtain the data of students' speaking difficulties and strategies as what is happened in the classroom. In this observation, the researcher takes a role as a participant observer because she is not only an observer, but also a teacher who is involved in the teaching and learning activity. Stainback (1988) as cited in Sugiyono (2007: 65) assumes that in participant observation, the researcher examines what people do, pays attention to what they say, and contributes in their activities.

The observation was conducted in the classroom for three times lasting 90 minutes to observe the students' difficulties and strategies in speaking English when they had a speaking test. The researcher video taped and took a note about the students' speaking activity throughout their speaking test. Furthermore, the data from this video taping stage is used as the basis in observing what kinds of difficulties that the students face in a speaking activity, what kinds of strategies that they employ to

deal with the difficulties, and whether or not the strategies are effective in helping the students solve their speaking difficulties.

3.3.2.2 Questionnaire

After the observation, the participants were given questionnaire consisted of 10 multiple choice questions related to their speaking English learning. Nazir (2003: 203) affirms that questionnaire might consist of questions about fact, opinion, and personal perception. Indicator for each question given to the students is showed in table 3.1

Table 3.1

The Latticework of Questionnaire

Research Variable	Indicator	Item Number
1	2	3
Students' speaking difficulties	Students' English learning experience	1, 2, 3
	The students perspective toward English speaking	4,5,6
	Students' difficulty in speaking English	7
Students' communication strategies	Students' effort to improve their speaking	8

	ability	
	The students' strategy to deal with speaking difficulty	9
	Factor motivating students to speak English	10

3.3.3 Data Analysis Procedures

In this study, the researcher analyzes the data from observation and questionnaire. This research uses descriptive method in analyzing the collected data. The purpose of descriptive method is to create a systematic, factual, and accurate description about the facts, characteristics, and the relation between phenomena being observed (Nazir, 2003: 54). There are several steps to exceed in analyzing the gained data and will be described as follow:

3.3.3.1 Analysis of observation data

After video taping the students' speaking activities in the speaking test, the next steps that researcher did are as follow:

- 1) Transcribing the video taped data about the students' difficulties and strategies in speaking English.
- 2) Giving score to the students speaking performance. The ranges of score are stated in the table below:

Table 3.2

Students' Range of Score

Range of Score	Score
3.25 – 4.0	A
2.4 – 3.24	B
1.75 – 2.4	C
1 – 1.7	D

- 3) Classifying the students based on their speaking score. The classifications are as follow:

Table 3.3

Classification of Students' Score

Score	Interpretation
A	Excellent
B	Good
C	Average
D	Poor

- 4) Analyzing the students' speaking difficulties and strategies based on their score classification.
- 5) Describing whether or not the strategies are effective in solving the students' speaking difficulties.

3.3.3.2 Analysis of Questionnaire Data

After distributing the questionnaire, the researcher analyzed the result by using percentage and classified them based on each answer. The classified data is showed by chart. The percentage is calculated as follow:

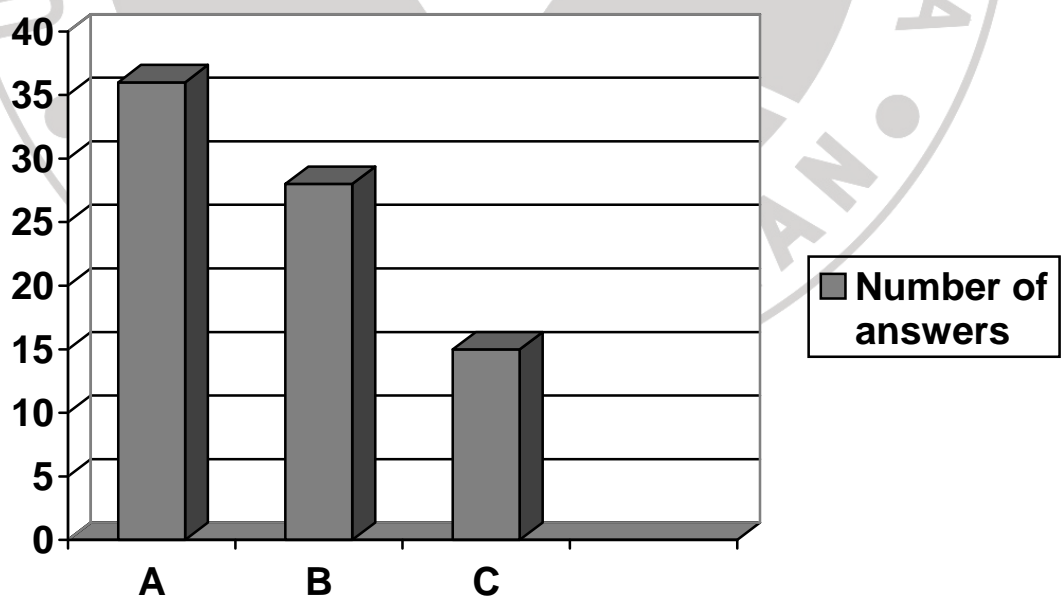
$$P = \frac{fo}{N} 100\%$$

P = Percentage of each question

fo = Frequency of answer (total respondents who answer an item)

N = Total respondents

And the chart of classified data is showed below:



Picture 3.1

Chart of Classified Questionnaire Data

The horizontal line is answer choice for each question.

The vertical line is number of respondents who choose the answer

3.3.3.3 Interpretation of Collected Data

All the collected data in this research are described and interpreted to get the answer for the research questions.

